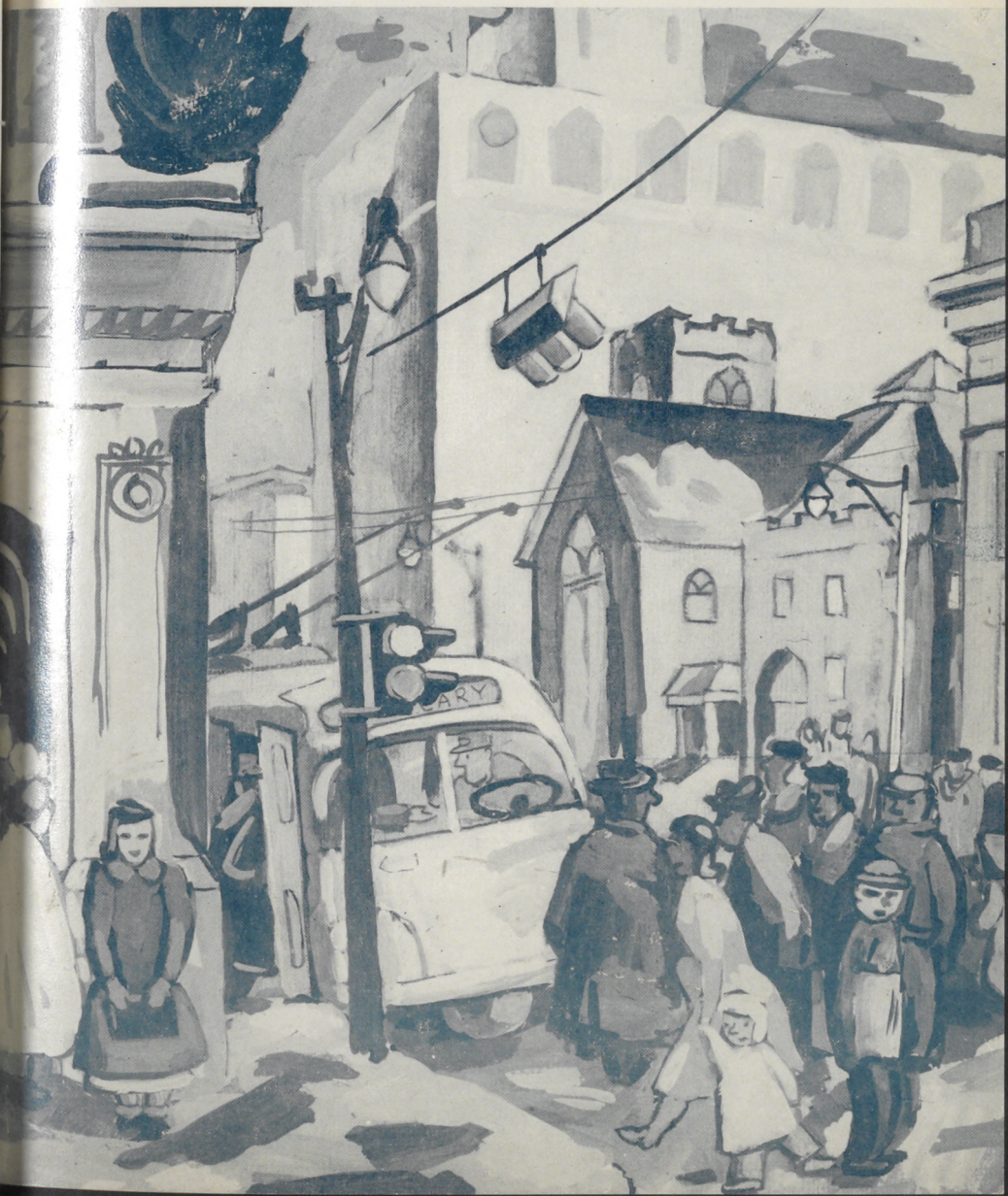


The ATA Magazine

JANUARY
1954

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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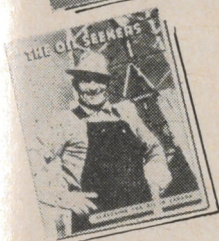
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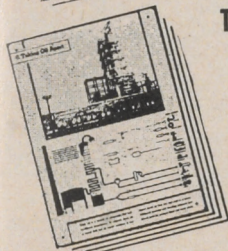
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The ATA Magazine



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COVER STORY

This month's cover is by W. F. Irwin of Western Canada High School staff in Calgary. Pictured here is First Street West and Eighth Avenue on a cold January Day.

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Editorial

AS YOU SOW

People respect characteristics like faith, loyalty, and enthusiasm.

Pride Builds Goodwill

A professional teacher realizes that one teacher's conduct is bound to be regarded by the public as a sample of the profession. Consequently, he will never condone those who are apologetic about being a school teacher. In the first place, he has more pride in his profession than to show a low regard for it. In the second place, he is realistic enough to know that the public is quite likely to accept a low evaluation of the job as a frank estimate. He may go a step or two further in his analysis and couple low pay and inadequate recognition with low public esteem. There is no doubt in the mind of every professional teacher that pride in the profession builds goodwill for the profession.

Self-criticism but

The practice of self-criticism and abasement may be commendable enough as a private mental exercise, but it should not be exercised in public. Every time a teacher says, "I'm just a teacher," he discounts the importance of his work and destroys the public goodwill which career teachers try to create. There are thousands of Alberta teachers who know that the job they do is the most important and the most satisfying in society. They must writhe when they see the unjustified humility of some of their colleagues. After all, teaching is the mother of all professions and it should enjoy the pride and loyalty of those who are its members.

Loyalty is a Must

Loyalty to the profession is a hallmark of a professional person. Not lip service, not blind docility, but an earnest conviction that the profession confers privileges and membership assumes obligations. A professional teacher accepts these responsibilities as a matter of course. He works actively for the maintenance and improvement of high standards of training and service.

Influence of Teacher Organizations

Some day educational historians will record the remarkable influence teacher organizations have exerted on the development of educational legislation and the improvement of teacher welfare. The concern of these groups for continuous improvement is a by-product of broad programs of service to their membership and to the cause of public education. Assuming that our provincial organization can continue to give leadership in the field of legislation and teacher welfare, we can direct our attention to the next phase of our professional development.

Most Difficult Task

The task of perfecting our local associations may well prove to be as difficult as it is important. In the final analysis, the local group of professional teachers is the keystone of our professional structure. Through the local association the teacher should get his inspiration and leadership in discharging his obligations to the profession. Through the local association the professional teacher will speak his professional mind.

Invitation to Work

But vigorous, effective local associations don't just happen. They are as effective as the planning is skillful and the direction astute. Their programs are as broad and as varied as the whole field of education. Individual teachers should always be able to find some avenue through which to make their contribution to their profession. Programs of educational research, public relations, professionalism, curriculum study, remedial techniques are a few of the activities which invite the local teacher to get down to facts and to explore new horizons.

Your professional organization needs you. You need your professional organization.

New Year's Greeting

To each and every member of the Alberta Teachers' Association I extend my personal best wishes for a happy and successful New Year.

At this time I wish to thank you most sincerely for your contribution to the progress of education during 1953. May I also express the earnest hope that in 1954 you will continue to exert your best efforts to serve your school and your community in a manner which will be a credit to you and your profession. The key to success and advancement in any profession or vocation lies in a willingness to do more than is expected and a willingness to give more than is received.

Now as always the prestige and status accorded teachers depends upon the calibre of service rendered. Statutory rights and good salary scales cannot create and do not constitute prestige.



These are privileges and rewards which must be constantly won by efficient and conscientious fulfillment of your professional duties and obligations.

ANDERS O. AALBORG
Minister of Education.

Voting List for Election Executive Council Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1954, will appear in the February issue of **The ATA Magazine**. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office immediately.

This list is being published to give each teacher a chance to see that his name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**

Executive Council Election, 1954

Alberta Teachers' Association

Nominations and Acceptances

By-law No. 40 states:

"Any Local by resolution at a regularly called meeting or at a meeting of the Executive Committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of President, one (1) member as a candidate for election to the office of Vice-President, and one (1) member as a candidate for election to the office of District Representative for the District of which the Local forms a part. Subject to the provisions of By-law No. 42, any member of the Association may be nominated for the office of President and Vice-President. For the office of District Representative a Local may nominate one of its own members or one of the members of another Local in the same District."

By-law No. 43 states:

"Nominations and acceptances must be received by the General Secretary-Treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of the Association for 1954-55, and acceptances of nominations, in the form prescribed by the Executive Council, must be received at Head Office, on or before March 4, 1954, at 5:00 p.m.

Any Sublocal, through its own council, may suggest to the Executive Committee of its Local the names of any proposed candidates for election as President, Vice-President, and District Representative.

Eligibility of Members to Vote

By-law No. 38 states:

"Except as herein otherwise provided, each member who has paid his fees for

the calendar month preceding counting of the ballots, shall be entitled to vote in the election of the Executive Council."

Eligibility of Members for Election to Executive Council

By-law No. 34 states:

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he (a) is a member in good standing, and (b) is entitled to vote in the election of the Executive Council, and (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canada Teachers' Federation; provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

By-law No. 42 states:

"To be eligible for nomination as a candidate for the office of President the proposed nominee shall have served previously as a member of the Executive Council."

By-law No. 38A states:

"(1) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first Executive meeting following their election.

(2) For purposes only of the election immediately following the passage of this By-law, one-half of the Districts of the Association shall elect a representative to hold office for a period of two years as aforesaid, and one-half of the Districts shall elect a representative for

(Continued on Page 33)

Semantics and

HAROLD S. BAKER

IF it were possible for an intelligent being from another planet to observe our language teaching, perhaps the most puzzling thing to him would be our steady stress on formal correctness rather than on meaning. He would, no doubt, raise awkward questions about the purposes of language and of language learning. He would be likely to ask: "How does it happen that you spend so much time and energy on the 'niceties' of usage (fine distinctions, for example, between *who* and *whom*, *shall* and *will*, *I* and *me*, and so little on what is presumably the basic function of language—the clear communication of ideas? Are you, in fact, more interested in conventions than in meanings?"

It would be difficult for us to answer these questions. We might, of course, point out that there are historical reasons (if not justifications) for our procedures. We might even argue that custom plays an important role in the value systems of human beings. But if we were really to balance our teaching emphasis against the fundamental needs of *communication*, it would, I'm sure, be found wanting.

Indeed, it has been found wanting. We require no observer from another planet to tell us that our stress has been misplaced. While we teachers have been drilling obsolete points of usage, individuals and groups have continued to misunderstand each other because they are unaware of the psychological processes underlying communication. This,

at a time when the airways are filled with voices. This in a democracy, and in a world divided. It is no wonder that anthropologists and sociologists have for many years been telling us that if we are to reach our ideals of understanding and goodwill, if we are even to survive, we must become vastly more discriminating in our use of the spoken and written word. This is to say that the emphasis must be on meaning.

What do we mean by *meaning*? How can it be studied?

Students of meaning—Ogden and Richards, Korzybski, Bridgman, Chase, Walpole, Hayakawa, Lee, and others—refer to their field by the somewhat technical name of *semantics*. Their backgrounds are varied. Ogden and Richards, whose *Meaning of Meaning* is a pioneer work in semantics, are literary people. Korzybski is a mathematician, Bridgman, a physicist, Chase, an economist. As semanticists, however, all are concerned with the study of what words are, and what they can do *for* us and *to* us. Their basic point is that words are not things in themselves, but only symbols that stand for things and ideas. When we forget this fact, our communication fails.

Study Emphases

In the space available for this writing it would be impossible to set forth the semantic discipline in any detail. The following, however, are major emphases:

1. *Language and experience.* We attempt, through language, to represent the things and events of the real world. But the structure of language is not the same as the structure of the real world, and the use of language unchecked by

Language Learning

experience or experiment can lead us into strange positions. Reasoning alone convinced our forebears that objects possessed absolute properties of lightness and heaviness: it took a Galileo to show that facts do not necessarily behave as words behave. The philosophy of Communism is convincing enough — *in words*. But the structure of actual living in Soviet Russia bears little relationship to the verbal structure of Marx and Engels.

2. *Denotation and connotation.* While denotations are for most of us (and under most circumstances) relatively stable, connotations may differ greatly with individual or community experience. The salt of the *sea* is in the very sound of the word for the maritimer, but not for the inlander. The word *ship* evokes different, or at least additional meanings for the sailor than for the wife who waits on the shore.

We learn new words most purposefully not through studying word lists and dictionary definitions, but through new experiences (both first-hand and vicarious) about which we think and talk. Of course we cannot all have identical experiences: we may not even want them. But we must recognize their significance in communication.

3. *Abstraction.* Concrete words stand for those things in our environment that we can touch or see or otherwise perceive with our senses. Their "referents" can be checked against the materially real. Abstract words, on the other hand, have no physical referents: they may thus be called "fictions" or "ghost words." The point at issue here is not, of course, that abstract words are undesirable or even unnecessary. Indeed, many

Dr. Harold Baker is Associate Professor with the Faculty of Education, University of Alberta. He is the author of *Words and Ideas, Books 1, 2, and 3*, which are authorized as the primary reference books in Junior High Schools of Alberta.

of them (like *truth, honesty, and justice*) symbolize worthy ideals. The point is that we must learn to recognize the limitations and dangers of such words, especially their lack of definiteness as indicators of things and ideas. Stuart Chase asked a hundred people what *Fascism* meant to them, and received some fifty different answers. Each year I ask a group of students what *education* means to them, and receive half as many different answers as there are students. This is no reflection on the students. It is simply an indication of the unreliability of abstractions. Even more precarious are the "ism's" of philosophy and many words associated with religion (*God, heaven, hell*).

The semantic discipline requires that we get down to cases. Both the scientist and the mystic are concerned with *truth*, but they are wide of mutual understanding when they adduce specific illustrations or examples.

4. *Generalization.* This is, in one sense, another kind of abstraction. No two things are alike, yet we continue to talk glibly about the groups indicated by such terms as *children, parents, schools*. We need these words, of course, to indicate classes of things. But their easy availability often leads us to forget that

(Continued on Page 22)

National Standard of in

THERE is a critical shortage of teachers in the Province of Alberta and in the whole of the Dominion of Canada. It has been announced that hundreds of schools in Nova Scotia will have no teacher in the fall of 1955. The Province of Ontario is introducing special expedients in order to cope with the teacher shortage problem. The Lac la Biche School Division in the far north of Alberta has a relatively low assessment, and there is definite concern that several of its schools will be closed in the fall of 1953, with children remaining at home, despite the commonly heard slogan of "equal educational opportunity for all Alberta youth."

School administrators, and personnel in the higher echelon of education are anxious to concede professional status among school teachers. One must be realistic, however, and face the issue of teacher shortage in a problem-solving way.

General secretaries of teachers' associations do not wish to see the professional prestige of teachers lowered by watering down admission, training, and certification requirements.

General secretaries of school trustees' associations do not wish to see children absent from school because of an under-supply of teachers. Nor do trustees wish to see expensive shop and home economics equipment in particular, and school plant in general, lying idle because teachers are unavailable.

The heads of teacher training institutions do not wish to introduce lowered admission requirements nor reduce the standards in teacher-training programs.

Curriculum directors of Provincial De-

A. L. DOUCETTE

partments of Education do not wish incompetent, incompletely, or poorly-trained personnel, to attempt to interpret the carefully-designed programs of studies drawn up by hard-working curriculum sub-committees of teachers and expert consultants.

Chief superintendents of schools in provincial Departments of Education do not wish to see schools closed because of a lack of teachers.

Registrars of provincial Departments of Education do not wish to be hamstrung in a time of critical teacher shortage, by regulations whereby capable persons cannot be salvaged into the profession.

The introduction in Western Canada and possibly in the Dominion of Canada of a Standard Certificate, either regionally, or nationally, would do much to professionalize teachers, and would add greatly to their prestige. The issuance of such a certificate by provincial Departments of Education would in no way interfere with local certification in certain fields; nor would it impede such measures as special license, or interim certificates being issued by each of the provinces in order to meet crises similar to that through which we are now passing.

It would be quite wrong to hamper in any way the operation of certification procedures in the respective provinces of the Dominion. This authority or power

Teacher Certification Canada

Dr. Doucette is the Director of the Calgary Branch of the University of Alberta. He was elected president of the Western Canada Conference of Teacher Educators at the first meeting in Saskatoon in May, 1953.

is the prerogative of the individual province, and is vested in each of the Departments of Education, having been so consigned under the terms of the B.N.A. Act.

Every person in every province of Canada should concede that teacher training and teacher service constitute the most important factors in maintaining our democratic way of life.

Democracy is based on *three* important tenets. *One*, the supreme importance of the individual; *two*, mutual respect and cooperation between individuals; *three*, faith in the intelligence of all persons.

The third tenet suggests the importance of educating *all* persons to the full limit of their talents, provided they are *all* willing to cooperate. This is true at the rural, urban, provincial, national, commonwealth, and world levels. Education is our way of survival. Education is the best bulwark against communism and demagoguery. Education is the best way to maintain our moral, spiritual, and cultural standards. Education is the only way of preserving our cultural heritage. Education is the best way of carrying out the Christian ideal of the Golden Rule in action.

A uniform Standard Certificate across

Canada would tend to place teacher training and the whole business of education in its proper perspective. It is no use merely talking about its importance. A significant Canadian teacher credential is an effective means of recognizing the all-important function of teaching in our society. If we closed our schools and eliminated teachers, our society would degrade to the level of that which existed in primitive times. Our schools develop the minds of youth and in this way guarantee the retention of our democratic civilization.

A National Standard Certificate should be based on a minimum of two years of training in a teacher-education institution, after the achievement of senior matriculation into a recognized provincial university.

Surely the professional job of teaching, if properly done, should be based on at least the above-mentioned standards. Anything less is skimpy and shoddy.

The profession of teaching consists of more than merely school keeping. Teachers, like doctors, should have fine personalities, emotional stability, good physical health, and intellectual ability. To develop a sound professional background and outlook, teachers must be *educated*, not *trained*. Training suggests a circus business of knowing a bag of tricks. Teacher education, on the other hand, is based on the following social foundations of education:

- (1) Educational sociology—a study of school and society;
- (2) Educational psychology—a study of child growth and behaviour;
- (3) Educational philosophy—a study

(Continued on Page 29)

Leadership Doesn't It Has To

HOW can we get people to come to meetings? How can we interest them in the affairs of the Association? How can we get members to participate in meetings? And how can we quiet the dominating person? How can we conduct our meetings with efficiency and dispatch? How do we get people to assume responsibility?

These were some of the questions raised by officers of ATA locals at the ATA Banff Workshop. The same questions are asked by principals, officers of Home and School Associations, and by leaders everywhere.

How? How? How?

Good leadership, we concluded, is not an easy role. Nor are the answers to leadership problems obvious or simple.

But let's look at these questions and examine some of the answers suggested by participants in the workshop.

How can we get people to come to meetings? Teachers, and Home and School members usually come to the first meeting of the year, and then attendance gradually decreases until only a few remain. One delegate phrased the problem, "How can we keep them coming?"

We asked, "Why do you continue to come?"

"I like to meet people and renew acquaintances."

"I like to talk to people who have the same problems I have."

"The meetings revolve around subjects and problems in which I am interested."

"I like to take part and if there's a job for me, I feel as if I belong."

And, "Why don't you go?", we asked.

"Nobody knows me and I don't know anyone."

"I feel lost in the large group."

"A few seem to run everything and we feel like outsiders."

"They welcome us like royalty at the first meeting and then promptly forget us."

What then can leaders do to keep people coming to the meetings?

1. We can provide planned opportunities to meet people and set aside time to get acquainted. Dinner meetings and coffee hours help.

2. We can schedule periods when small interest groups can get together and discuss common problems at the meeting, instead of in the corridors and downtown.

3. We can share responsibility for conducting the meetings, leading groups, introducing speakers, planning the agenda with members of the group.

4. We can plan for small "buzz" groups within the larger group sessions, and thus make it easier for members to participate, to become identified with the group, and to achieve a feeling of belonging.

5. We can try to make the "welcome mat" long enough to extend throughout the whole year.

How can we get members to participate in discussions, to express themselves, to talk? And how can we get the few to stop talking?

Again we asked, "What makes it easier for you to talk—to contribute?"

"Some chairmen really honestly want opinions and show by how they listen that they aren't pretending."

Come Built In Be Learned

"Our president just keeps raising the questions and doesn't always shut people out by giving the answer, too."

"Our executive encourages us to ask questions and get all the information so we know what we're talking about."

And then we asked, "Why don't you speak out?"

"Goodness, I wouldn't speak out in that large group."

By JOHN AMEND

"The old timers have all the answers and I don't know much about it."

"Most of the stuff is so 'cut and dried' before the meeting that what I say doesn't make any difference."

"Some of the people talk so much I can't get a word in."

"You have to use the mike to make yourself heard and I don't like mikes."

What can leaders do?

1. We can raise the questions and let the group seek answers, and refrain from offering the answers "cut and dried."

2. We can encourage them to think and to participate rather than virtually daring them to differ with us.

3. A breakdown temporarily into small groups ("buzz" groups) will make it easier for the shy and reticent member to voice his opinion, ask his question, and share his thinking, and it perhaps

John Amend is curriculum consultant for King County in the State of Washington. He was consultant for Group Planning at the 1953 ATA Banff Workshop.

also restricts the too voluble member to audience of six or eight, thus permitting the other "buzz" groups to work without interference.

4. The leader, executive, and other "status" members can refrain from "taking sides" or expressing strong feelings, thus making it easier for members who may disagree to express themselves.

5. Perhaps, too, the physical setting deserves attention. Seating arrangements, whenever possible, should make it easy for people to face each other and converse. It is not easy for some to stand up at the rear of the room and address people's backs. Many find it hard to "take the long walk to the front and then stand alone, facing the whole house." If microphones must be used, several should be available and easily reached.

How can we get Association business done? How can we conduct our meetings with efficiency and dispatch? And in the same breath we often complain, "No one will assume any responsibility, work on committees, or help do the work!" Or, "They vote in favour—if they vote at all—and then 'grouse' all the way home."

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PARTNERS

Education Communications Service Feature



AS we look in upon this particular classroom, we perceive the busy hum of the purposeful work that is being carried on by its tenants. A closer examination reveals the leader busy among her charges — assisting here and there, a soft word now and then, a moment of thoughtful consideration at a point of query, a quick understanding smile that immediately finds a like response. One is impressed by the prevailing air of tranquility that is coupled with the spirit of a definite drive to-

wards a goal by the members of the group, pupils and teacher.

Yet, in viewing this situation we may rightfully ask, "Is it always this way, functioning so smoothly?" Of course, the answer will be "No." There are times when the air will be sparked with electricity! What then?

What is Discipline?

To some, the decorum of the classroom encompasses discipline as an ever-present task being solved through daily living.

in the Classroom

IRENE H. TIMKO

Parent-teacher-pupil bonds produce better classroom management.

To others, discipline is considered as separated from the environment in which the infraction occurred: something either settled by a quick reprimand or dealt with later, far removed as to time and place.

Can a behaviour problem be settled so simply? What are the facts to be considered in a successful solution of disciplinary problems? How can the teacher enlist the aid of those primarily interested in the child's achievements, so that the school and the community are successfully working towards the fulfillment of the objectives of a well-balanced, rich, purposeful life?

What results can we expect if the home and school work together on problems of child development? What is the teacher's role in bringing about the needed understandings?

School is More Than 3 R's

Our own philosophy of education should be the basis of our tasks, both long-range plans as well as our immediate undertakings. The writer subscribes to the philosophy of the Chicago Public Schools which states that education not only "serves all the people in a democracy striving to develop high democratic ideals, but also changes behaviour; deals with all aspects of life; functions through many agencies; is continuous through life; aims at self-direction; and provides for intelligent adjustment to social change." Thus, the necessary tools of learning include not only the three R's of academic ability but also the three R's

of citizenship—Rights, Respect and Responsibility.

In order to achieve the goals of the school, we must enlist the aid of the entire community. All citizens, whether or not they have children in school attendance, must be recognized, since each will exert some measurable influence upon the school. We must get to know our community members and they must know us.

It is recognized that attitudes of the parents are largely made up through their children's daily contacts with their teachers. Nevertheless, it is essential in guiding children to satisfactorily solve their daily problems that parents and teachers be not only friendly but cooperative toward each other. We should strive for an understanding, an appreciation of the different attitudes of parents and teachers toward children.

How To Deal With Misbehaviour

It is quite conceivable that a good school can provide the proper atmosphere for wholesome experiences in daily living, but because of the human elements involved, infractions may occur. How do we face them? Are we to impress children with their misconduct or allow them to go scot-free? Will a reprimand arouse antagonism?

Let us examine other measures that would be more effective.

(1) Group discussions, including but certainly not aimed at the wrongdoer, can be held. Any action that is planned must be acceptable to both the group

as a whole and to the individuals within the group. Such discussions can lead the group to sense the teacher's aspirations to be fair. She must be a member of the group—not as the dominant adult, but as an experienced leader. If a firm bond of friendship is built—a friendship not only between the group and the teacher but among individual members of the group—that bond can be stretched, but not broken. The trust that the teacher has in her group will be reciprocated.

(2) Use of peer group discipline based upon democratic ideals can be another persuasive procedure.

(3) A private chat with the wrongdoer may be most effective.

Children have a right to know what is expected of them; therefore, consistency and firmness are necessary. We all have our own methods of discipline. One teacher's methods may be ineffective when used by another. Keeping the child's welfare in mind, we can readily realize the varied pattern a child will need to understand if he is under a departmentalized plan of school organization. In all our activities, we should remember that we are striving for the student's attainment of self-direction, self-realization, and self-regulation.

Despite a well-organized, democratic classroom, a disturbance of major proportions can occur. By foreseeing the possibility of such a misdemeanor, she can lay the groundwork for the combined handling of the problem. Our channels of communication between teacher-administrator-parent must be cleared. We are then aware of each other's problems and aspirations. We can, with the child's assistance, help him not only in his acquisition of a knowledge of the formal subjects, but in the attainment of those ideals which we have indicated in our philosophy.

Reaching Out to Parents

In reaching out to the parents for a helping hand, we must be in agreement first, as teachers, as to the goals we

are trying to seek. We should, as a group, have a justifiable pride in our profession, plus a heartfelt concern in our students, so that we can move towards our primary motive—meeting the child's needs and interests.

In the past most of our meetings with parents were formal and restrained. The parents were defensive because the results of their homes were being discussed; the teacher was equally ruffled because her pedagogical skill was being questioned.

The teacher sees the group and its members; the parent only sees one—her own child. Herein lies the crux of our problem. The teacher and the parent must not only be cognizant of each other's problems and motives, but, through a mutual understanding of them, strive to see the one child within the group—in a single view—from a unified parent-teacher's view.

The teacher must be willing to recognize some salient facts: that the parent's understanding of the child surpasses that of the teacher of any one student; that the home affords the child a continuity of experiences that the school cannot offer; that a mother ascertains the school's efficiency through the success and happiness of her child.

We can resolve this issue in several ways:

(1) Through invitations to parents to view their children's school work;

(2) By telephoning parents about absenteeism and conveying the spirit of friendliness in a short, personal chat;

(3) Through active participation at parent-teacher meetings or pupil-parent-teacher gatherings;

(4) Through requests for interviews;

(5) Through casual meetings in and outside the school proper;

(6) Through an understanding of the "why" of school regulations by pupils and parents so that the rules are meaningful, not merely a set of formal directions.

This type of relationship with the parent is not too difficult to attain. If the teacher is sincere, she will find the par-



Mutual Understanding.

ent, in the quest for this mutual understanding and assistance, a willing and a most happy partner. The invitation must be extended and kept on a high level of sincerity.

The importance of the tone of the conference cannot be over-emphasized. It is essential that the conversation be on the parents' level of understanding; let us not be glib in the use of our professional language. Do not imply in your attitude or voice that you are talking down to their level. Let us be friendly, sincere; remembering always that we may be experts in our fields but not in all fields.

Holding the Conference

In conferences we should be objective, giving helpful suggestions after the parent has been drawn into the conversation on a give-and-take basis. There is nothing so frustrating to the parent as having received no suggestive avenues of approach to a possible solution to the problem. The parent was aware that something was wrong because she was

called to the school, and she became more conscious of it during the conference. By means of a mutual understanding of the problem, the parent, the pupil, and the teacher can plan some means of action.

Have we reached a correct decision about the child? That will depend upon the degree of understanding between pupil, parent, and teacher. If we bring into the conference—the pupil, with his immediate needs and interests; the parent, with his concerns and understandings of his child; the teacher, with her pedagogical skill—certainly some degree of agreement will be reached. The interview should end on a friendly, confident tone so that the parent will feel that something has been accomplished; that he would like to return at a later date on his own initiative.

We Must Seek This Partnership

Let us return to the classroom previously described. We can now realize that in this purposeful classroom the

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Let the Other Side Be Heard

MUNROE MACLEOD

THE first attempt at complete integration in the elementary grades of geography, history, science, and health was made in 1936. The arguments in favour were much the same as those propounded by Mr. Worth in his article "Science and The Enterprise" in the December issue of *The ATA Magazine*. On paper they are excellent. For various reasons, geography and history could be combined, but science could not be integrated with the other subjects and tended to disappear almost entirely from the school program.

The school inspectors reported this situation to the Department with the result that, in the 1949 revision of *Bulletin 2*, a definite attempt was made to "insure more attention to science than has commonly been accorded in the past." Science was to remain an integral part of the enterprise program, but it was freely admitted that "science topics will continue to arise from time to time that make correlation most difficult. In our usual classroom, these may be handled more readily as Parallel Activities."

The *Annual Report of the Department of Education* for the year 1952 states that, "A good number of superintendents question the effectiveness of the incidental teaching of science. It is recommended that the best attention to science be given in half hour periods which are devoted to Parallel Activities on science with specific lessons and project work related to the current enterprise theme." A few might go further and suggest that something very like a science reader or text be introduced.

Perhaps an occasional heretic might venture the assertion that the theoretical gains resulting from integration are more than counter-balanced by actual losses to science in the average classroom situation and that, therefore, science should be taught as a distinct and separate subject. Believe it or not, he would find himself in surprisingly respectable company.

Last summer I had the good fortune to attend a summer school course in Missoula, Montana. Educational leaders were there from as far east as Boston and as far south as Texas. I made inquiries from many of them and was rather surprised to learn that all their curricula included science and health as separate subjects. Possibly there are the States where the fusion of these subjects is complete, but Dr. Otto, one of the originals of the Progressive Education Association, listed them as distinct and separate subjects in his own area. He was inclined to favour complete fusion, but he appeared to be under the impression that such fusion was impractical in the ordinary classroom.

My own visits to numerous classrooms for many years indicate that science is taught successfully only, or at all, through parallel activities.

I have a family of four children. One of them went to school in small towns the other three, to city schools (not the Demonstration Schools). Not one of them took science in close relation to the enterprise.

My personal experience, then, suggests that in the average Alberta class-

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A Feeling of Futility

SCOTT HALE

In an article on Secondary School Education in the November issue of *The ATA Magazine*, the author remarked on "a sense of futility" among older students, who felt, presumably that they might better have been learning a trade or working as independent citizens. It can be observed here also.

This feeling of futility is, of course, the result of lack of understanding of the purpose of a liberal education, as provided by our high schools. It is especially serious among our high school boys; but it is even felt among some younger teachers. Such teachers often leave teaching as a direct result of their lack of understanding.

As the school leaving age increases, this feeling will grow. It will injure curricula, discipline, and public opinion of the fine liberal education we offer. Public opinion may force the introduction of more and more technical courses. Our schools can do a good job in providing either technical or liberal education, not both.

Assuming that there is a sense of futility we should then do something about it. Uninformed public opinion, pseudo-psychology, and misunderstanding among teachers themselves are the principal causes of dissatisfaction with our school programs.

Many parents still think of success in life in terms of money. They reason that more education or schooling should equip a student to earn more money. If it doesn't, then the schools are not giving good returns on the investment of their tax dollars. What is wrong with this

view? It is difficult to answer in a sentence or two.

We must all be convinced that liberal education, as offered in our high schools, has for its purpose a more interesting life. This phrase, like all definitions, is horribly restrictive, yet vague. It means, among other things, that education will show children how to find interest in many things that have little to do with earning a living, things of which their parents may, for lack of early leisure and taste, be ignorant. A student of a liberal school system should develop tastes for amusing and unusual reasoning, imagination (the result of a background of varied facts, not necessarily properly understood in their relation when learned), expressive conversation (arrived at by a knowledge of grammar and literature, not necessarily by speaking in class), pleasure from nature, art, music, drama. Teachers and the public itself must consider these as good and sufficient reasons for education.

We should realize that the liberally educated are not often unemployed; they are not usually very poor. We should know that a versatile mind, one with experience in concentration, one whose pleasures are largely independent of expensive machines, is frequently found to "pay off" too, in the vulgar sense. But this is not primarily the view which we must get before the public, because in doing so we admit that the success of education is to be measured by earning power. If a teacher really wants arguments for a liberal education, we have the writings and speeches of

Resolutions to the AGM, 1954

Alberta Teachers' Association

Resolutions for consideration by the Annual General Meeting shall be submitted:

1. By authority of a general meeting of a local association,

2. By authority of a resolution passed by the executive council of a local association.

A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

After the meeting of the Resolutions Committee, the resolutions are printed and sent out to all accredited locals. Arrangements should be made for each local or its executive committee to meet between **receipt of The ATA Magazine for March, which will be mailed on or about March 20, and the Annual General Meeting** in order that the resolutions may be discussed.

Resolutions shall be forwarded to Head Office in the form prescribed and must be received on or before March 4, 1954, at 5:00 p.m.

men such as Hutchins to furnish material.

Part of the dissatisfaction with modern education stems from pseudo-psychology. Useful educational psychology is another name for common sense. But many teachers have been drawn into a morass of psychological terms, such as "equipping the student for life"—a blatant lie until we agree on what life should mean to us. Such half-understood psychology, like a disturbed conscience, makes cowards of us all. We lose our self-confidence in our own common sense. It would have us believe that the curriculum must follow a natural bent, not that the young must be trained to like what is good for them. Apply the same view to law, and we should return to a primitive state of society. High school students are frequently mature enough physically for remunerative jobs, but, unfortunately, physical and mental maturity are by no means concomitant. It is therefore a difficult problem to explain the advantages of a liberal education to boys and girls of

fifteen to nineteen years. Such students are often very practical in the common sense of the word, though materialistic would be a more fitting term. Their views are coloured by physical feelings for comfort and enjoyments dependent upon money.

Thirdly, there is misunderstanding among teachers themselves. Unless a teacher feels that he is doing a worthwhile job, he may come to the conclusion that he can be more useful in a better paid and less exhausting one. Instead of equipping him with convincing arguments for what he is supposed to teach, pseudo-psychologists have given him the absurd idea (perhaps not intentionally) that the classroom is a little world, that education is action, and so forth. Is it any wonder that he should conclude that money can bring him and his students experience at first hand that his classroom produces vicariously? Our educators should show him that the kind of education that a wealthy man brings back from trips around the world is a

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Techniques of Guidance

Dr. J. C. Woodsworth and Dr. S. C. T. Clarke

Do you remember Jenny, described in Article I? The Junior High School is full of Jenny's and their male counterparts—youngsters with resentments, perplexities, fears and doubts. Mostly they blunder through adolescence, solving their personal problems in a hit and miss fashion. Sometimes their actions bring their problem forcibly to the attention of school authorities. What can be done for them?

On a mass scale, the personal development portions of the Health and Personal Development courses (Grades 7-10) are designed to influence attitudes and permit expression of feeling. Some teachers may have missed the point that the intention is not to train the intellect (content course) but to train the emotions (expression course). We feel, as teachers, woefully inadequate. Here are a few suggestions.

(1) Make good use of the anonymous ballot idea; e.g., the teacher may put the question on the blackboard, "Should a girl who has been asked by a boy to go to a show be offended if he then suggests they go Dutch? Why?" In administering this insist you don't want names, just views. Get a student to read the replies, and you tabulate significant reasons (yes, you, not a student; don't abdicate).

(2) After students get used to this "views on a question" notion, vary it by trying the occasional "open end question." "How much homework should a Grade IX student do? Why?"

(3) Then try a different kind. "What is your attitude towards a student who makes all top marks? (a) He's a freak, a brain, unnatural, (b) Probably a sissy, teacher's pet, mommy's boy, (c) Using his ability to best advantage, (d) He is making his best possible contribution to society." This time a student can read

the a, b, c, d replies while another tabulates. By this time students may be ready to respond to some questions by a show of hands; e.g., "If you could make top marks would you want to?"

To be helped really effectively the Jenny's should be counseled individually. This involves interviewing. In this purpose the non-directive interview as advocated by Carl Rogers is the best. His books *"Counseling and Psychotherapy"* and *"Client Centred Therapy"* describe the process in detail.

The purpose of non-directive counseling is the expression of feeling. Rogers claims that this produces a new organization of oneself, permitting natural growth forces to operate. The method is to reflect the student's feelings. The counselor avoids questions, advice, giving information, expressing approval or disapproval. These ego satisfying activities are difficult for a counselor to forego! Let's consider a sample. Jenny enters.

C—Well, Jenny, what's on your mind? (Not what's your problem, or why were you sent to see me)

Jenny—Nothing.

C—Nothing. (Matter of factly, not with rising inflection expressing doubt)

Jenny—Well, not exactly.

C—There is something. (Not—then there is something the matter—contradiction) Jenny—(pause) Yes. I'm not doing well in arithmetic.

C—Poor in arithmetic.

Jenny—Yeah. I don't seem to get that very well. I hate it.

C—You don't like arithmetic. (Not — you are failing in arithmetic)

This procedure requires skill, but it really works. You will probably want to read Rogers' book now.

Semantics and Language Learning

(Continued from Page 9)

no two children, parents, or schools are the same. Parent A, for example, is not the same as Parent B, nor Parent B the same as Parent C. The same is true of schools. The parents, we hear, are critical of the schools. What parents? What schools? Some parents are critical of schools, or a kind of school, or of a particular school. Others are not.

5. *Metaphor.* We do much of our talking in metaphors (Walpole asserts that we do most of it in this way). We "drop" in at a friend's house for a cup of tea. Even the "cup of tea" is likely to be figurative or symbolic in the sense of fellowship (or gossip) rather than the actual beverage. This sort of thing is, of course, quite innocent and agreeable. We can hardly avoid it, nor—for the most part—do we need or wish to. But when we use metaphors as bases of reasoning or as guides to action, they may become dangerous. Comparing the mind with a muscle led earlier philosophers and psychologists into the error of concluding that mental "exercise" would make the mind generally "strong"—that the study of Latin and mathematics, for example, would develop facility in unrelated areas. Again, it may not be good policy to "count our chickens before they are hatched," but the implications of the proverb are misleading to the degree that there is merit in trying to predict, as well as we can, the nature of things to come.

A precise illustration of the danger of reasoning from analogy comes from *Tales of Hoffman*:

"Take a piece of wax, a piece of meat, some sand, some clay, and some shavings and put them on the fire. Each is being acted upon by the same agent, yet the wax melts, the meat fries, the sand dries up, the clay hardens, and the shavings blaze. Just so, under the influence of identical circumstances and environment, one man becomes stronger, another weaker, and another withers away."

No doubt there is much that we do not understand about the way in which different individuals react to apparently similar environments, but there is surely little relationship between the chemical reactions of wax, meat, etc. to fire, and the response of personality to environment.

6. *Language and feeling.* Words get mixed up with our emotions. They may excite us by their mere sound as well as by their connotations, as in endearments or in name-calling. Or they may soothe us by the process that Hayakawa calls "verbal message," as when the soft voice of a speaker induces a sense of physical well-being rather than intellectual stimulation. Both kinds of language do, it is true, "communicate" in an elementary sense. But the communication is primarily emotional, not rational. The point is not that emotional language is necessarily undesirable or avoidable: poets aim to make us feel as well as (or instead of) think. The semanticist simply argues that the sheer awareness of differences between the language of fact and of feeling is itself a necessary first step toward improved attention to meaning.

Applications

Are the above emphases new to the classroom? Perhaps not entirely. I seem to recall some urging toward the use of more colourful adjectives, and of more precise diction (especially substitutes for verbs of *saying* — *asserted, asked, queried, etc.*) But this is the merest verbal "fancy work," quite lacking the fundamental stress on words as symbols.

Obviously not all semantic emphases are appropriate to all levels of the school program. Most of them, however, are in one way or another applicable beginning with the upper grades of the elementary school.

Not long ago I heard a student say that the United States has "had a bad influence on Canada." (The idea, presumably, came from his home.) Now

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President's Column



"All testimonials and documents presented by a teacher are truthful and confidential." A teacher is obligated by the nature of his work to make certain records available to the Department of Education, to school boards, and to others. Many of these documents are of an official character and may even on occasion be entered as evidence in a court of law. Therefore, too much stress cannot be placed on accuracy and correctness.

Examples of these reports are monthly returns, registers, and term returns. These should be scrupulously and accurately marked to provide basic information. Here is a place where a teacher may build up prestige and regard. His signature guarantees the honesty and accuracy of this record.

Occasionally a teacher in an administrative capacity may be asked for opinions about a fellow teacher. If such information is likely to be of a critical nature or may in some way harm his colleague, the only fair thing to do is to inform the teacher concerned about the matter, thus giving him an opportunity to protect himself. A teacher in an administrative post should refuse to give

adverse criticism of a fellow-teacher except in his presence. A little care and consideration for the rights and privileges of others will help to keep the golden rule.

In a similar manner all reports involving students should be carefully considered. The teacher must be very certain that no prejudice or malice colours judgment. Fair and impartial treatment is as important in dealing with a student as with a teacher. Let no one take advantage of position to brand a student in his care.

Here, again, is a situation that provides fertile ground for recording, comparing, and analysing what is, or has been, done in definite cases.

"The teacher strives constantly to improve his educational practice." No rule of thumb has yet been found that represents perfection in teaching methods. In fact, individual teachers vary greatly in achievement using similar practices. Perhaps it boils down to the method employed suiting the teacher involved, or better still, the method employed suiting both the student and the teacher involved. Nevertheless, even if a perfect system of teaching that will suit all occasions has not been found, a great deal about teaching methods is known. By research and experiment, leading teachers have developed skills and techniques that are effective instruments in the learning process. More and more information about how children learn and how they react to certain techniques is being compiled. This information is published in educational journals and is made available through methods courses.

If we remember that the teacher's business is to draw out, to impart, to encourage, we know that no teacher can remain static. He must search for, and experiment with, the methods that bring about the most desirable results.



Official Bulletin, Department of Education

A School For The Deaf

Since 1924 the Department of Education has been providing special tuition for children who have a sufficient hearing loss to be considered officially deaf. Most of them have been sent at the expense of the Government to the School for the Deaf in Saskatoon and the MacKay School for the Deaf in Montreal. A few are sent to the School for the Deaf in Vancouver and to the Institution des Sourdes-Muettes in Montreal.

The children have been going to their schools under escorts about the middle of September and have been returning, also under escorts provided by the school staffs, the following June. Some of the children attending the Saskatoon School for the Deaf return to their homes for the Christmas holidays at the expense of the parents. Both parents and children were unhappy on account of the long periods of separation.

When the number of children rose to one hundred the Department felt that it was time to think about providing instruction for them within the boundaries of the province, so a short time ago the Government approved the establishment of a school in Alberta. Its location has not been released but the information is expected momentarily.

As no experienced and well-trained men were available to take charge of the school, the Department chose one of its leading superintendents, Mr. L. A. Broughton, who is a highly trained educationist with a very fine record of success in the province. He will spend some time collecting information with respect

to the building and equipping of schools for the deaf and will probably travel widely during this stage. When the plans have been completed Mr. Broughton will attend some of the better training schools for teachers of the deaf in Canada, the United States, and possibly England. This specialization added to his already sound and extensive educational training and experience in school administration will fully equip him for his new position.

His training completed, Mr. Broughton will probably turn his attention to the selection of modern equipment for the school and the enrollment of a capable staff of teachers.

It is anticipated that the construction of the school will commence as early in the spring of 1954 as weather conditions will permit. Every effort will be made to get the building completed as soon as possible but we can hardly expect the opening before September, 1955.

Re Unit 3—Grade IX General Science

An outline for an alternate Unit 3 of Grade IX General Science course has been prepared and distributed to all Junior High School teachers. The alternate unit is on "Light" and is based directly on material in the prescribed text.

Teachers will use either Unit 2 of the present Curriculum Guide: "The Earth's Movements," or the alternate Unit 3: "Light"—but not both. The full Grade IX course remains at six units.

On the final examination students will have a choice of alternate questions on Unit 3.

Semantics and Language Learning

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the key expression here is *bad influence*, and the language points are two: value words (like *good* and *bad*), and overgeneralization. Students need to learn that the uncritical use of *good* signifies simply "I (we) like"; of *bad* "I (we) don't like." They will continue to use these words, of course, but the mere recognition that they do involve value judgments is itself a very important language learning. As to overgeneralization, students need to learn how easy and tempting it is to make blanket statements, and how out of line such statements often are with the facts. No doubt some of the influences of the United States on Canada are such that they may reasonably be termed "bad." But others (and perhaps more) may just as reasonably be termed "good." That is, the statement requires qualification, and perhaps complete rephrasing.

Advertising is an especially rich and important field for semantic study. A maker of breakfast foods offers, in return for a box top and twenty-five cents, a "jet model racer," "twin jet binoculars," or a "jet drive whistle loco." Another manufacturer offers a "new supersonic pellet pistol" with "jet compressed firing action" for thirty-five cents and two box tops. (Presumably the higher cost of the latter product results from the supersonic element.) And now we have "jet-blown" soap flakes. Surely it is important for students, as for their parents, to understand not only what such words as *jet* and *supersonic* actually denote but also what they connote, why they are popular words these days, and how they can be used to excite us into buying the advertiser's product.

A rubber company advertises golf balls with *electronic winding* and *silicone magic* centres. Now I don't know much about golf balls, and these may indeed be special. I suspect, however, that they are of much the same quality as others in the same price-class. I suspect too, that one who buys them on the

basis of the advertiser's description is in fact buying words rather than superior performance on the golf course. Producers spend millions of dollars learning to manipulate words so as to break down sales resistance, or to induce us to buy particular products (good or bad, superior or inferior) rather than competing products. Surely we have a precise obligation to help our students, future consumers, to detect the difference between meaningful and meaningless terms.

The need is by no means limited to advertising. In politics and religion, too, words come at us propagandistically to make us think and act in ways that their writers and speakers want us to.

An evangelical tract proclaims that there are "**Only Two Classes** — *saved sinners* and *lost sinners*—only two ways—the *broad* and the *narrow*—only two futures — the *kingdom* and *everlasting fire*." All this may be: I don't know, and can't know because I don't know what the words mean. They are so broad and abstract that they could mean almost anything, or nothing.

Let us be perfectly clear about this. It is neither our responsibility nor our privilege, as language teachers, to undermine anyone's faith, to talk down any manufacturer's product, to talk up our private political convictions. But it is our responsibility, as language teachers, to promote the intelligent use and interpretation of language by all means in our power. Our students are the future targets of a barrage of words hurled forth by every advertiser, every politician, every evangelist by way of all kinds of print, radio, yes—by way of the movies and ultimately of television. If they are to read, listen, think, and act intelligently, they had better learn—in school—how words can be used and abused. And I submit that this is a more important function of language teaching than verbal fancy work—using merely colourful adjectives, or distinguishing *shall* and *will*.



our library.



About this package deal of ours:

We are offering to put any teacher in Alberta on regular postal library service. All you have to do is: write to the Librarian, Alberta Teachers' Association, Barnett House, 9929 - 103 Street, Edmonton, and ask for a book package. In a few days you will receive three books in a parcel. Take the wrapper off and note that it has a prepaid return label on the inside. Save the wrapper and string and use them to return the books when you are through with them. This is not only a convenience for you, but it is part of the Library's agreement with the Post Office.

What is in the package?

Some thought and a little cunning have gone into the choice of your three books. The ATA Library exists to loan professional books to teachers. Strictly speaking, professional books deal with the philosophy, psychology, and broad techniques of our work. The parcel includes one such book.

There are countless other books which are laymen's reading but are invaluable for broadening the outlook and general knowledge of teachers, or for meeting a specific need in, say, drama or social studies. One such book is included in your parcel.

The third book is really the human touch. Teachers' wives and other members of the teacher's family may be interested in reading a book of this type.

It may also be admitted that teachers have a right to escape occasionally from professional problems and world crises into light reading. Anyway, the third book is light.

Why do we do it?

Over the past seventeen years our ATA Library has been trying to carry its loaning service to our membership by telling you in *The ATA Magazine* that we have a library, and inviting you to write for a catalogue. In our best year the service has not risen to one-tenth of a book per member per year. So far as our Barnett House office is concerned, the library work is too small to do us credit but just large enough to be a nuisance. For the honour of the profession and the Association we should do better.

So, for those teachers who have a healthy reading habit but no special need of this or that book, we have launched the package plan. Just write—"Dear ATA Librarian: Please send me your packages regularly through the coming winter. I will comply with the instructions as to re-wrapping and time limit on loans."

If you are a sturdy soul that "wants what you want when you want it," and no fooling, then write and name it. We will help you if we can.

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—A. J. H. POWELL

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Book Reviews

Breastplate and Buckskin.

George E. Tait, *Ryerson Press*, \$1.85.

Famous Canadian Stories.

George E. Tait, *McClelland & Stewart*, \$2.25.

Here are two books which will be valuable for the library collection and for social studies reference. Both consist of stories of the early discovery and exploration of the New World.

Breastplate and Buckskin starts with the Spanish in Mexico and South America and continues with the French explorers and the fur traders. Included also are accounts of the exploration and discovery of the Arctic and Pacific coastal regions.

The accounts are very interesting and readable, and the illustrations and maps are both useful and attractive.

Famous Canadian Stories consists of stories of exploration, discovery and development of Canada. Most of the explorers are also covered in the book previously described. However, in this book the stories are longer. What makes it useful, too, are the stories of early life and settlement—Madeliene de Verchères, Evangeline, the capture of York, the Selkirk settlement, Father Lacombe, Sir John A. MacDonald, Alexander Graham Bell.

The book concludes with modern times—Canada in the Empire, Canada in the United Nations, and Canada's future.

—A.W.

Lexy O'Connor.

Audrey McKim, *McClelland & Stewart*, \$3.00.

Lexy O'Connor should have a triple appeal for our readers. First, because the author, Audrey McKim, is a fellow teacher whose first book, *Here Comes Dirk*, was published two years ago.

Then too, the story is of a young teacher during her first year in a remote, rural Alberta community. Teachers will

be reminded of their own plight and difficulties under similar circumstances.

Lastly, the book itself is interesting, simple and well told. It should be most useful as a library book for girls who are interested in "career" stories.

—A.W.

On Their Own In Reading

William S. Gray, *W. J. Gage and Company Limited*, \$2.00.

Here is a reference and guide for any teacher of reading. This book on word perception is by an author who has developed a program of word attack skills for elementary grades and high schools.

The text is divided into two parts, with the first presenting basic ideals and practices, while the second outlines procedures for five achievement levels.

—A.W.

Going Abroad in 1954?

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Travel Director

A National Standard of Teacher Certification in Canada

(Continued from Page 11)

of the relation of education to our way of life;

(4) Educational history—which James B. Conant, ex-President of Harvard University, would place as the number one type of professional instruction;

(5) Educational research—a knowledge of modern developments and investigation in education;

(6) Educational methodology—a study of general methods of class control, and handling of subject matter content.

The professional side of teaching is more than merely holding class from 9:00 a.m. to 4:00 p.m. Teachers must view education in its broad social implications. For complete teacher education, a four-year Bachelor of Education program is necessary, after which time, teachers should be granted a professional certificate. For full teacher qualifications, nothing else will do. The task of teaching is too important to expect anything less.

A minimum of teacher education should consist of a two-year program, based on senior matriculation. If every province in Canada recognized this minimum standard of training, a reciprocal recognition could be given to such certification from one province to another.

We live in an age of social mobility. Teachers, and people in general, move readily from province to province. If teachers possessing national standard or national professional certificates, based on generally equivalent training in each of the provinces, were to migrate from one province to another, they would be immediately recognized in a professional way, and reciprocally accepted by the provinces in the Dominion.

Each province should acknowledge the respective teacher-education program of all other provinces. Teacher educators and teacher administrators in each of the provinces of Canada are enthusiastically keen about teacher education and are offering the best that

can be given in the light of modern educational research and scientific investigation.

A Standard Certificate, duly recognized as the minimum goal for good teacher training is logically sound. However, because of the nationally critical teacher shortage, each of the provinces may find it expedient, even if basically inappropriate in principle, to set up special licenses, short courses, or emergency training. Such measures are not to be interpreted as approbation of reduced standards.

Teacher educating institutions and organizations in Canada and in the provinces should set their sights in terms of a **Standard Certificate after a minimum of two years of teacher education, and a Professional Certificate after four years of teacher education. Teacher education is too vital a factor in our Provincial and Dominion culture, to treat it in other than a professional fashion.**

A standard goal for teacher education, mutually recognized from province to province in our wide Dominion, will enhance the prestige of the teacher. Standard certification on a significant and worthwhile basis will directly assist the professionalization of teacher education.

National certification, within the existing framework of the local autonomy of provincial educational authorities, is a definite possibility. Our society must become aware of the fact that teaching is the most important function in our culture. The public is slow to react to slogans like "Teachers Mould our Nation's Future." Teachers are "not a race apart." Their work merits respectability. A National Standard Certificate, based on two years of preparation, and a National Professional Certificate, based on four years of study, will bring prestige and honour to teachers. Teachers are as deserving of this prestige as are doctors, lawyers, nurses, engineers, druggists, plumbers, and policemen.



you the very best of success for the year 1954.

Sincerely yours,

H. E. Smith,
Dean, Faculty of Education,
Edmonton.

Ottawa

December 29, 1953.

A BRICKBAT

To the Editor:

Please do a better job of editing. Take the article written by Dr. Dunlop in the November issue. Do something with monstrosities such as "propensities" and "limbo of oblivion." Then change, "However, I feel compelled to say that in my opinion there is too little research in Canada" to "However, there is too little research in Canada." There are many other wordy sentences.

Did you know that there are forty-six items listed in Dr. Dunlop's article? Calvinists would be amazed. They restrict themselves to three point sermons—and they've done a lot of preaching.

Sincerely yours,

Stan Skirrow,
Edmonton.

A BOUQUET

To the Editor:

I would like to say how much I enjoyed the December issue of *The ATA Magazine*. In particular, I found the article by Emily Black most delightful. You do not say who she is, but I would think that if she is available for further articles she should be encouraged by all means to contribute further.

We should have more of the kind of article like the piece by Bennett Cerf. I thought also that Ed McKenzie did a first rate, invaluable job in evaluating the Medicine Hat Convention.

I would like to congratulate you on the quality of this magazine and wish

To the Editor:

The American Educational Research Association offers a Fellowship in Educational Measurement, made possible by a grant from the World Book Co. The person selected will pursue graduate studies at either the predoctoral or postdoctoral level, in the field of educational measurement at an institution of his choice in the metropolitan New York area. He will in addition receive the benefits of a systematic program of practical experience in test research and development in the Division of Test Research and Service of the World Book Company and other testing agencies.

Stipend—The Fellowship will provide a stipend of \$2,000.

Qualifications—Candidates for the Fellowship should be citizens of the United States or Canada, resident in either country, who are planning to pursue a professional career in the field of educational measurement in either of these countries. Candidates should have completed at least one year of graduate study in the field of educational measurement or a closely related field at a recognized institution. School experience is desirable but not essential. There are no limits as to age, sex, or marital status of the candidates, although preference will be given to applicants under thirty-five years of age.

Duration of Fellowship—The Fellowship is awarded for a period of one year, and is renewable for a second year at the discretion of the Fellowship Award Committee of the American Educational Research Association.

Additional information and applica-

tions—For additional information about the Fellowship and for application blanks, interested candidates should write to:

**Fellowship Award Committee
American Educational Research
Association**

1201 Sixteenth Street, N.W.

Washington 6, D.C.

Applications for the school year 1954-55 must be received by March 1, 1954.

Research Division
Canadian Teachers' Federation

Edmonton
December 23, 1953

To the Editor:

The proposal to bring in substantial numbers of teachers from Britain to help out our shortage has been made with some frequency during the past few years. One does not hear of any effective action being taken.

I rather think the reason is this. British teachers hear the Come-to-Alberta propaganda; they go to Alberta House in London for a talk with Reg McMullen, our genial agent there. Mr. McMullen tells them, as an honest man is bound to, that the vacancies are mostly west of Grande Prairie, north of Peace River, etc., and that such places are where they would have to start. The file is closed right there, not because these young Britishers are soft or decadent, but because they don't see the sense of trading a good job where they are for a poor one just under the Arctic Circle. They have no way of knowing how good or immediate the prospects of promotion and transfer to urban jobs may be.

It is admitted, of course, that the British recruits have no right to expect that they can buy a ticket direct to Edmonton or Calgary and take the most attractive jobs away from Canadians. That would bring plenty of them, but would also produce domestic fireworks of a high order.

Isn't there a middle way between of-

fering these recruits all the worst and offering them all the best jobs? If the teacher shortage has settled down into a permanent chronic ailment of our school system, surely it would be sensible to look for a middle way which would actually get us some teachers from Britain.

For example, let each superintendent of schools, urban and rural, offer four jobs varying from good to indifferent in his division or city, and post them with Mr. McMullen at Alberta House in London, giving reasonably full particulars of location, transportation facilities, pupil load, salary, etc. This would have to be done quite early in the calendar year to enable binding engagements to be made. And, of course, trustees would have to be consulted and various angles taken care of which cannot be dwelt upon here.

Perhaps the annual conference of superintendents might give this idea a little consideration.

A. J. H. Powell.

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Retired Teachers

Best Wishes for Many Years of Health and Happiness from ATA to the Following Retired Teachers:

These teachers, who retired as of August 31, 1953, all had 25 or more years of continuous teaching service with their last employing school board.

(Teaching service and pensionable service are not always the same. Pensionable service is teaching service after the age of thirty only.)

Claude Vincent Asselstine	Calgary S.D. No. 19	28	years
Bessie Willena Bruce	Edmonton S.D. No. 7	31	years
Jean McMillan Cameron	Edmonton S.D. No. 7	31	years
Gladys Stevens Christie	Calgary S.D. No. 19	31.65	years
Francis Walter Daly	Edmonton Sep. S.D. No. 7	29.4	years
Vera Ann Fawcett	Edmonton S.D. No. 7	31	years
Lilian Mary Flett	Edmonton S.D. No. 7	32.5	years
Ella Gillis	Edmonton S.D. No. 7	35	years
Gordon George Harman	Edmonton S.D. No. 7	36	years
Cedric Oliver Hicks	Edmonton S.D. No. 7	34	years
Frank DesBarres Johnson	Calgary S.D. No. 19	41.6	years
George Lunn	Calgary S.D. No. 19	33	years
John Wilfred McAllister	Edmonton S.D. No. 7	26	years
Hazel Campbell McNeil	Edmonton S.D. No. 7	45.3	years
John George Niddrie	Edmonton S.D. No. 7	36	years
Lilian Gibson Parnell	Edmonton S.D. No. 7	36	years
Mary Evangeline Porter	Calgary S.D. No. 19	31	years
Alice Hester Potter	Edmonton S.D. No. 7	25.6	years
Isaac Stanley Reeds	Irma S.D. No. 2435	29	years
Esther Mabel Ryckman	Edmonton S.D. No. 7	35	years
John Mark Frederic Smith	Drumheller S.D. No. 2472	29	years
John Henry Towerton	Edmonton S.D. No. 7	39.5	years
*F. D. Weir	Calgary S.D. No. 19	34	years

**We regret to report that Mr. Weir died on November 22, 1953.*

Teachers' Directory

We regret that we inadvertently omitted the following from our listing published in the November issue.

Superintendents of City Schools:

Calgary Separate—**R. A. Cannon.**

Edmonton Separate—**A. A. O'Brien.**

Executive Council Election, 1954

(Continued from Page 7)

a period of one year. The Executive Council shall by lot determine which Districts shall elect one-year representatives and which Districts shall elect two-year representatives."

In accordance with By-law No. 38A the following terms of office were chosen by lot:

Northwestern Alberta Constituency—two years.

Northeastern Alberta Constituency—one year.

Edmonton District Constituency—two years.

Calgary District Constituency—one year.

Central Western Alberta Constituency—two years.

Central Eastern Alberta Constituency—one year.

Southeastern Alberta Constituency—two years.

Southwestern Alberta Constituency—one year.

Geographic Districts

Northwestern Alberta Constituency—two years—All schools situated within the area covered by the following school divisions: East Smoky, Fairview, Fort Vermilion, Grande Prairie County, High Prairie, Peace River, Spirit River, and the area from Slave Lake east to the boundary of Athabasca Division.

Northeastern Alberta Constituency—one year—All schools situated within the area covered by the following school divisions: Athabasca, Bonnyville, Lac la Biche, Lamont, Smoky Lake, St. Paul,

Two Hills, and all territory outside the boundaries of any school division north to the North Saskatchewan River, east of the fifth meridian.

Edmonton District Constituency—two years—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Sturgeon, Thorhild, West Jasper Place, and Westlock (north to the boundary of the Athabasca School Division).

Calgary District Constituency—one year—All schools situated within the City of Calgary and the area covered by the following school divisions: Bow Valley, Calgary (and West Canmore-Banff line), Drumheller, Foothills, Red Deer Valley, Turner Valley, Wheatlands, and Vulcan County.

Central Western Alberta Constituency—two years—All schools situated within the area covered by the following school divisions: Lacombe, Olds, Ponoka County, Red Deer, Rocky Mountain and West-Brazeau Line, Stettler, Strawberry, and Wetaskiwin.

Central Eastern Alberta Constituency—one year—All schools situated within the area covered by the following school divisions: Camrose, Castor, Holden, Killam, Neutral Hills, Provost, Vegreville, Vermilion, and Wainwright.

Southeastern Alberta Constituency—two years—All schools situated within the City of Medicine Hat, and within the boundaries of the following school divisions: Acadia, Berry Creek, County of Newell, Foremost, Medicine Hat, and Sullivan Lake.

Southwestern Alberta Constituency—one year—All schools situated within the City of Lethbridge, and within the boundaries of the following school divisions: Lethbridge, Macleod, Pincher Creek, St. Mary's River, and Taber.

Susan and Tom Topic of New Radio Series

The Faculty of Education of the University of Alberta, in cooperation with Edmonton Public School teachers, is planning a radio series to be released over CKUA, Edmonton, on Wednesdays, at 8:15 p.m. Forthcoming programs include the following—

January 20 — Susan and Tom look in on Grade 1.

January 27 — Susan and Tom see dramatization in Grades 2 and 3.

February 3 — Citizenship becomes real to Susan and Tom.

February 10 — The importance of being healthy.

February 17 — The 4th "R"—Radio.

February 24 — Science takes on new meaning for Susan and Tom.

March 3 — Susan and Tom visit the classroom.

March 10 — Susan and Tom bring home their report cards.

Leadership Doesn't Come Built In

(Continued from Page 13)

Here are a few observations of successful ways of dealing with this problem.

"Our leaders send a copy of the agenda with the notice of meeting. Then we know what the meeting is about."

"Sometimes the 'executive' can take care of a lot of details and leave only the important issues for the meeting. That saves a lot of time."

"When our leaders just raise the question or put the problem to us without having the answer 'cut and dried,' we feel some responsibility to help."

"I get more enthusiastic about a project if I know why it is necessary and have shared in the planning. I might even serve on such a committee."

And some failures.

"I've tried planting friends in the audience to make the motions and move things to a vote. It's easy to get a motion through, but my friends and I are always stuck with doing the work afterward."

"I am under constant pressure trying 'to sell' a proposal or 'drum up interest.' Sometimes I think it would be easier to

forget it. If they aren't interested, maybe it isn't so important."

What, then, can a leader do?

First he must realize his responsibility involves more than getting through the agenda; that hurrying through a meeting doesn't solve problems, it merely creates new ones. If you get a quick vote you often sacrifice understanding of the program upon which its success depends. Identification with, and commitment to the project do not develop in meetings that are conducted with too much concern for "efficiency and dispatch." Good, sound planning, loyalty to, and intelligent implementation of plans are dependent upon adequate time, full participation in discussions and genuine consideration for every member and his opinions.

But, we rebel, "I have to get the job done. I can't take all night."

We can't afford not to. The real test of leadership is whether the projects or program of the organization truly represent the wishes of the members and whether they are then enthusiastically carried out, loyally supported, and intelligently interpreted by every member.

ATA Guest Speaker

Edmonton City and Calgary City Conventions



DR. S. R. LAYCOCK

Dr. Sam Laycock was Dean of the College of Education at the University of Saskatchewan until his retirement in 1953.

Dr. Laycock is known nationally for his activities in the Canadian Home and School and Parent-Teacher Associations and in the Canadian Mental Health Association. A prolific writer, Dr. Laycock is the author of a series of pamphlets on educational topics. He has returned recently from Europe where he spent several months touring the continent.

Dr. Laycock will be ATA Guest Speaker at the Edmonton City Convention on February 8 and 9 and at the Calgary City Convention on February 11 and 12.

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Let The Other Side be Heard

(Continued from Page 18)

room the integration of science with social studies does not actually work out well in practice. Nor have I been able to find any situation where the reverse holds true. Those who argue for complete integration in science and the enterprise should be able to answer some questions. When and where has there been a successful integration of science and enterprise for any reasonable length of time, say, five years? How many pupils were in the schools and how many grades per classroom? In how many one-room rural schools (there are over 1300 of them still in Alberta) is there such integration?

Actually an excellent case can be made for the complete integration of reading and arithmetic with enterprise, but the theory falls down in practice.

The article in the December issue includes some statements which demand careful examination. "Research has shown that young children learn best when they deal with problems which are vital to them." Probably very true, but has research indicated that they shouldn't learn anything else?

"That understanding and appreciation of relationships are more important than discrete learnings." But how can we establish relationships without these learnings?

"The large and flexible time blocks make it especially easy to find the time to introduce knowledge . . . as the children evidence a need or desire for it . . ." I taught in rural schools with eight grades and forty pupils and I was always crowded for time. Half the elementary school teachers in my present division have eight grades and anywhere from twenty to forty pupils. They all find that they simply haven't the time for all the work that they would like to accomplish. This forces one to wonder where is the rural school in which "it was especially easy to find the time."

If one can be named in which "time blocks" or other systems provide extra time, I would suggest that thousands of teachers in other rural schools will want to visit the school and observe the methods.

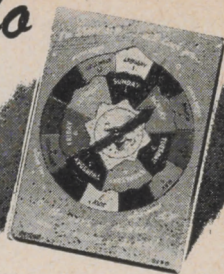
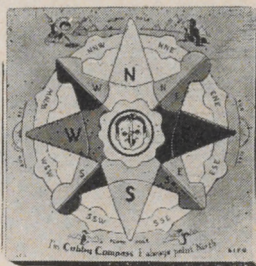
It seems to me that some statements in Mr. Worth's article afford the avowed enemies of modern education—and they are numerous and formidable—the very best of ammunition for further attacks on our educational system. This will be particularly true if the statements are taken in part or out of their context.

In my time I have known one teacher who made an outstanding success of science teaching in the elementary grades. Many Southern Alberta teachers will remember the demonstration at the 1952 Calgary Fall Convention by the daughter of Sam McGee. Her classroom was a museum with hundreds of scientific specimens; the whole world was her source of supply for materials beyond the children's immediate environment; all the people in her district were ever on the alert for new materials, only some of which were closely related to the particular enterprises under consideration. Who was I to complain about the lack of integration?

If I were rewriting the science curriculum, I would say something like this: "Here are several very interesting and scientific problems. In schools with one or two grades it may frequently be possible to study them in relation to the enterprise. Elsewhere it may frequently be found expedient to deal with them as distinct and separate units." It appears to me that the principles of democracy, with which Mr. Worth is so deeply concerned, must apply to teachers as well as to pupils; and that, when we impose any one single method on any and all teachers, regardless of circumstances, we are forgetting those same "democratic principles" to which we pay so much lip service.

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A Sense of Futility

(Continued from Page 20)

superficial one, a sack of scarabs, as it were, without the philosophy of the pyramids. When they encourage him to take his students on educational trips in school hours, one wonders whether they believe it themselves. Surely, the function of the mind is to spare the legs, for some purposes, at least.

Churches provide their ministers, and political parties, their candidates, with convincing arguments against the critics; we teachers are left without a platform that can be made intelligible to the public. Our training does not provide common sense answers, and we are left to pay for our own publicity. Perhaps this is just as well, since we have to think things out for ourselves, but until we have done so and got the results over to the public the students

are not the only ones with a sense of futility.

While many other aspects of the liberal education we are offering, such as manners, morals and discipline might well be adduced as justifying to the public and the teachers much of these years in school, they are not relevant to this article. Indeed, perhaps we are on less sure ground here, especially in the high schools.

To combat this sense of futility, therefore, we have just got to show the public what high schools are doing and can do for our students. Our arguments must be convincing, because either the public will understand them and the sense of futility will disappear, or the high schools will be largely replaced by technical schools. But that is a question for the public to decide.

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Shell Oil Film Library

The advertisement appearing on page 39 of the December issue should have stated that the films are available through the Audio-Visual Aids Branch, of the Department of Education, Edmonton, and the Department of Extension, of the University of Alberta, Edmonton.

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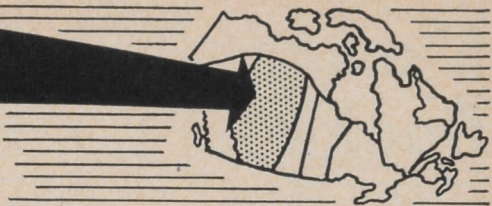
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CATALOGUE ON REQUEST

Edmonton

NEWS

from
OUR LOCALS



Athabasca Sublocal

Officers of the sublocal for the coming year are: C. Tymchuk, president; J. Brill, vice-president; Miss B. Young, secretary-treasurer; T. Korble, track meet director; and Miss M. Pelak, press correspondent. Mr. C. Merkley, superintendent, was guest speaker at the November meeting. The teachers discussed topics for subsequent meetings, and Miss H. Borthwick was appointed to lead a discussion at the December meeting on reading techniques and remedial work in reading.

Benalto Sublocal

The executive for the coming year elected at the first meeting held in the Benalto school is as follows: Miss Doris McKee, president; N. Bowles, vice-president; G. Gibson secretary-treasurer; and Mrs. A. Doran, press correspondent. Mr. Bowles gave a demonstration of the possible uses of the tape recorder and the picture projector in the classroom.

Bentley-Eckville Sublocal

The ATA Code of Ethics and professionalism were topics of discussion at the December meeting of the sublocal. The discussions were led by A. Herman and E. Ingram, with Mrs. L. Miller, Miss B. Bills, A. Smith, and S. Tarangle as panel members. The group reached the decision that teaching will never be a profession until the teacher shortage has been remedied because of the many unqualified persons holding teaching positions today, and that, to some degree, teachers themselves are responsible for the lack of professionalism among their ranks because of their own failure to be-

lieve in teaching as a profession and to act accordingly.

Beverly Sublocal

At the November meeting W. Nekolai-chuk, councillor, presented a comprehensive resume from the executive. Matters pertaining to the convention, the institute, track meet, and the festival, strikes, and group insurance were discussed, and decisions were reached for presentation at the next executive meeting. The teachers decided unanimously to invest this year, as in the past, a portion of their funds in subscriptions to magazines for use by the staff.

Crow's Nest Pass Local

Thirty-eight teachers were present at the November meeting held in Coleman. William Jallep and J. Percevault were elected as AGM councillors. Mr. J. A. McKay, superintendent of schools, addressed the group and said he was pleased to see the teachers discussing matters of educational importance and that such discussions were the key to professionalism. Mr. McKay dealt with audio-visual aids and showed a film strip on teaching by the use of films; he emphasized the need of proper lesson planning even when audio-visual aids are used. Mr. G. S. Lakie will be the guest at the January meeting to be held at Blairmore.

Derwent Sublocal

At the first meeting of the year the following officers were elected for the 1953-54 term: C. Selezinka, president; Mike Wysocki, vice-president; Mrs. Steve

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EDMONTON

Wysocki, secretary-treasurer; Steve Wysocki, councillor; Elias Podealuk, track meet representative; Anne Romaniuk, press correspondent; and William C. Bober, ball league representative. On the social committee are Mrs. Lea Bligh, Mrs. Helen Wentonyk, Mrs. Anna Podealuk, Dan Chrapko, and William A. Sakowsky.

Drayton Valley Sublocal

A discussion on Christmas concerts took place at the November meeting. Due to late opening of school this fall, it was decided that only short programs would be attempted by teachers of this sublocal. Mr. E. L. Clapperton, principal of Seba Beach High School, was the guest speaker. His topic was the Banff Workshop, and he dealt with the questions of public relations, salary schedules, cumulative sick pay, and pensions.

Faust-Kinuso Sublocal

The new executive of the sublocal is as follows: W. H. Lysne, president; Dorothy Reid, secretary-treasurer; D. C. Tarney, vice-president; Mrs. C. Bannister, sublocal councillor; Fred Dumont, sports representative; and Teresa Kuntz, press correspondent. At the September meeting the members discussed the Blue Cross Plan and Medical Services, and Mr. W. H. Lysne gave a report to members at the October meeting on the Banff Workshop. Mr. and Mrs. G. L. Berry and Mr. and Mrs. Jardine of High Prairie were guests at the meeting in November held at Faust. The teachers decided to sponsor a \$25 scholarship to the pupil with the highest mark in Grade 9 in the Slave Lake area.

Fort Saskatchewan Sublocal

Mr. Eyres of Head Office and fellow teachers from surrounding country schools were guests at the December meeting. Mr. Eyres addressed the group concerning pensions, and many points were discussed and clarified in the question period which followed.

Forty Mile Sublocal

The following officers were elected at the November meeting in the Gershaw School, Bow Island: Gordon Blanchard, president; B. Laniga, vice-president; Gabrielle Pelchat, secretary-treasurer; Cliff Cummins, councillor; and Delores Koenig, public relations officer; Vaughan Jones and Hugh Irving are on the salary negotiating committee. Representatives were present from Bow Island, Burdett and Conquerville. Topics discussed included library facilities, professional magazines, salary negotiations, the proposed policy handbook now being compiled by principals, and the question of how to bring education and teachers' problems to the notice of the public. The last Wednesday of January was set as the date of the next meeting at Conquerville, and a schedule was drawn up for meetings for the rest of the term. It was decided to make one group of teachers responsible for arranging a discussion of

some professional topic for each meeting.

Hardisty-Czar Sublocal

At the November meeting held at Czar Mrs. Mary Powell and Mrs. F. Nickolson of Hughenden were elected to serve on a public relations committee; O. Broemeling of Central High School and E. S. McKee of Hardisty High were elected to the field-track and festival co-ordinating committee.

Newbrook Sublocal

N. P. Sidor, principal of Newbrook School, was elected president of the sublocal at the October meeting. Other officers are: Henry Golan, of Newbrook Junior High School, vice-president; Metro Shlenko, of Newbrook High School, secretary-treasurer; Joseph Nowicki, of Darling School, councillor; and Mrs. Blanche Nuttycombe, of Newbrook Elementary School, press correspondent. A round table discussion took place at the November meeting regarding ways and means of improving public relations within a large centralized unit. A decision was reached to attempt to inform parents of pertinent facts by circular letters, and to encourage teachers to work actively with the Home and School Association.

Red Deer Rural Sublocal

The newly elected executive of the sublocal is as follows: Mrs. L. Salter, president; Mrs. R. Berge, vice-president; Mrs. M. Gellert, secretary-treasurer; Dave Evans, councillor; and Harvey Whitney, press correspondent. Tom Murray gave an interesting report on his attendance at the Banff Workshop. Future meetings are to be held on the third Thursday of each month at Balmoral No. 3 School.

St. Michael Sublocal

At the first general meeting of the St. Michael Sublocal held in October the following executive members were elected for the coming year: Mark Orydzuk, president; Mrs. J. Prusak, vice-president;

The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 1, 1954. Interested teachers are invited to write to the undersigned for blank Application forms and Salary Schedules.

A. A. O'BRIEN, Superintendent,
Edmonton Separate Schools,
9807 - 106 St., Edmonton, Alberta.

Mrs. Lillian Orydzuk, secretary-treasurer; Henry Pruss, festival representative. Members discussed the responsibility and liability of the teacher in case of accidents on the playground.

Stettler Sublocal

Suggestions for improving the fall convention were thoroughly discussed at the November meeting held in the Stettler School. The possibility of securing some sort of standardized tests which could be used throughout the Stettler Division and Inspectorate was considered. After the business meeting, Mrs. E. Russell gave a very interesting talk on her recent trip to the mid-western States where she had visited some of the schools.

Taber-Barnwell Sublocal

The sublocal recently elected a new executive as follows: Inez D'Appolonia,

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president; Norrine Lutes, vice-president; William Broadfoot, secretary-treasurer; Doris Semaka, social convener; Leona Kemper, program convener; and Elsie Simmermon, public relations. The executive has planned a program for the year based on the expressed interests of the group. The program will involve chiefly workshop discussion methods, although, from time to time, talks by experts will be introduced. A serious effort is being made to get everyone into the program, to offer something useful for all, and to sustain interest. The first topic for January will be Professional Ethics.

Vauxhall Sublocal

At the first meeting of the sublocal in November the following officers were elected: S. Kretz, president, and Miss A. Thomas, secretary-treasurer, both of Enchant; and C. D. Kelly of Vauxhall, vice-president. A. Holmes of Vauxhall was elected press representative. Mr. H. B. Myers of Taber conducted a question and answer period at the December meeting concerning the Teachers' Retirement Fund. Mr. Myers, who had attended the Banff workshop last summer, where pensions had been discussed, explained that the whole subject was so complex that it was impossible to cover all points and clarify all questions in one period. A discussion on reading problems is to be arranged for the next meeting.

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Vermilion Sublocal

The following executive was elected at the October meeting: Margaret Taylor, president; Tom Connolly, vice-president; Pearl Bidulock, secretary-treasurer; Eunice Wasylishen, press correspondent; and Fred Stewart, council representative. Twenty-three members were present for the December meeting at which Mr. J. Bell, who attended the Hardisty Zone meeting, reported on salary schedules and on some of the opinions expressed by other representatives. A discussion and question period followed.

Viking Sublocal

Miss Winnifred Kennedy, who was the delegate from Viking to the Banff United Nations Workshop, was guest speaker at the December meeting. Other guests were members of the Women's Institute, Canadian Legion, Royal Purple, and Elks groups who helped sponsor the trip. Miss Kennedy's account of her experience at the Workshop was interesting and informative, and all who heard her agreed that this project is a worthy one.

Warner-Wrentham, New Dayton Sublocal

Eighteen members were present at the November meeting at Warner at which the following members were elected to office: Ross McCormick, president; Charles Young, vice-president; Kay Wihnan, secretary-treasurer; and Mrs. Fay Diggory, press representative. Ross McCormick and Dal Davidson were elected as councillors to the local; R. B. Burnard was elected to act on the collective bargaining committee; and Mr. McCormick was chosen as AGM delegate. Mr. Burnard explained the new system of electing members for the negotiating committee. A discussion of Blue Cross and other medical contracts took place.

Rocky Mountain House Local

Rocky Mountain House Divisional pupils holidayed on November 18, but over ninety divisional teachers had to attend a workshop all day long at Rocky

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Mountain House. Chairman J. N. Cony welcomed them.

Divisional authorities called the teachers in for this workshop on the Language Course. For a long time, business men who hire graduates, mothers and fathers, and lots of others, have declared that pupil language skills aren't good enough. Rocky Division decided this fall to do something about it, and last month Superintendent E. A. Read got the "go ahead" sign from the Department for a pilot experiment.

This means that the ninety odd teachers do some minor research to find out just what part of Communication Skill (vocabulary, grammar, spelling, sentence structure, punctuation, and so forth) is weakest in each of the grade levels; they do hours of homework studying and classifying the pupils' weaknesses and needs; then they work out general plans and details to remedy these needs.

Having finished their preliminary analysis, the teachers went to the workshop. There, twelve groups — one for each grade—shared their class and professional experience and checked with the figures on the master sheets. By noon they knew, for sure, just where

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July 5—August 13

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Re English 2: Deadline for registration in this course is
Monday, February 15, 1954

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the youngsters needed the extra help and encouragement. It was all down in black and white.

In the afternoon the programs were started, and work continued until 4:30 p.m. The teachers even kept themselves in after school. Much progress was made, and Superintendent Read was pleased. But more work will have to be

done. Between now and the next workshop in January the teachers will have to do many more hours of homework on the program. The result from this pilot experiment will be, eventually, a perfectly tailored language course for the pupils of the ninety teachers of Rocky Mountain House Division.

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Partners in the Classroom

(Continued from Page 17)

control underlying the group is one of self-direction, group discipline, group consciousness. The teacher is not the dominant factor of the group; the children regard her as a friend, a leader. There is a bond of friendship between them as well as the realization that there is really a tri-relationship existing in this classroom. The parent, unseen in this classroom, is a partner in the project. This relationship is the resultant factor of the close bonds that have been woven through good public relations on the part of the teacher.

Thus, the teacher feels that, in this unseen but active partnership of the community in the work that is going on in the classroom, there is real cooperation in working toward desirable child development. The classroom teacher holds these things in her hands—it is up to her to bring about these relationships.

Parents look up to her because of her interest in the welfare of their children—her students. We must seek this parental partnership; once gaining it, we must hold it.

One happy, contented parent will spread the news of the teacher who is both approachable and understanding. The way toward complete cooperation is neither difficult nor easy for it will not be a one hundred percent gain. We can strive for it, revel in the associations that we make and allow each to lead us on to further happy relationships. The teacher will not only take pride in the successes of her pupils but will have the satisfaction of knowing that her community partners are equally as proud.

The children recognizing this, will live within this understanding—this bond of friendship that will exist between their parents and their teachers within, and beyond, their school.

Pupils and Bricks

Bricklayers' unions set a limit on the number of bricks to be laid in a day.

Educational administrators have not yet set a limit on the number of pupils a teacher should teach a day.

Bricklayers' shoulders must be protected by preventing the hod from being too heavily laden with bricks.

The teacher's mental equipment must likewise be protected by preventing classrooms from being too heavily laden with pupils.

All bricks laid by the bricklayer are alike and are put in place in identically the same way.

All pupils moulded by the teacher are not alike nor can they all be directed in identically the same way.

Classes of 60 are utterly impossible! Classes of 40 to 50 are likewise impossible. Classes of 30 are manageable.

The efficiency of a bricklayer is no less important than the efficiency of a teacher. A brick structure will collapse if overloaded beyond the yield point. Our social structure will also be strained if teachers' classes are overloaded beyond the yield point.

Classes of 40-50-60 pupils must stop!

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Week of November 23

The first part of this week was taken up with correspondence and interviews. I discussed ATA matters with the Honourable Anders O. Aalborg, Minister of Education, and Mr. W. E. Frame, Chief Superintendent of Schools; investments of the Pension Fund were discussed with Mr. Barr of the Provincial Auditor's Department.

On Thursday, November 26, the Conference Committee of the Alberta School Trustees' Association, the Department of Education, and the Alberta Teachers' Association met to review proposed amendments to The School Act, submitted by the Department of Education. The Committee was not able to deal with the resolutions of the Alberta Teachers' Association and the Alberta School Trustees' Association, and will hold another meeting early in January.

The Executive Council of the Association held a special meeting on Friday, November 27 to receive a report about the West Jasper Place salary dispute. This dispute had gone through bargaining agent, conciliation, and arbitration. The teachers had agreed to accept an award of the board of arbitration, but the board of trustees had rejected the award. The teachers then voted to go on strike by seventy-two to two. At a later meeting, January 4 was selected for the date of the strike. All locals will be kept informed of developments in this dispute through newsletters from Head Office.

The newly constituted Pension Committee met on November 28, under the chairmanship of Mr. F. J. Edwards, the vice-president of the Association. The committee discussed terms of reference and procedure, and is planning to meet again when the report of the actuary is available.

Week of November 30

Again, for most of this week, I was busy with correspondence, interviews, and general business of the Association.

On Tuesday, the available members of the Executive met with the West Jasper Place Local to present a report of the meeting of the Executive Council held on November 27 and to make final plans for January 4.

Mr. H. C. Melsness of the Faculty of Education, and a past president of the Association, brought one of his classes to visit Barnett House and to meet the staff on the afternoon of Friday, December 4. I told them something of the development of our Association and outlined our

present objectives, with an emphasis on training, and suggested what they might do to assist us. I was pleased when Mr. Melsness told me that all students in his group were taking at least two years of training before starting to teach and that several were completing their degree work. Several questions were asked about training, and it was agreed that students in the Bachelor of Education program could render themselves and the Alberta Teachers' Association a great service by persuading their friends, especially those in the one year program, to continue for another year in the Faculty of Education before trying to take charge of a classroom.

Week of December 7

The main business the first part of this week was preparing for the Executive meeting on Friday and Saturday.

The Executive met all day Friday, all day Saturday, and on Saturday evening. The Finance Committee met on Friday evening. The agenda included a number of special cases, such as discipline cases, and the Bowness case in which the board and the teachers are suing the editor of the Bowness Beacon for libel.

Several progress reports were received, concerning public relations workshops, geographic distribution for executive elections, ATA representation on the General Curriculum Committee, the Pilot Short course of the Kellogg Project, professional status of teachers, pension committee meeting, and the publicity program.

Numerous reports were received, from the Resolutions Committee, from delegates to the Alberta School Trustees' Association convention, the Canadian Education Association conference, the Banff Workshop, and the Western Conference, and our representatives on the Board of Teacher Education and Certification. The results of the electoral ballots and the finance committee report were received and their recommendations approved. Recent curriculum developments were discussed.

The new business consisted of executive resolutions to and plans for the AGM, life memberships to teachers who have retired, and the awarding of honorary memberships to the late Mr. William Aberhart, founder of the Social Credit Party and the Premier and Minister of Education of the Government until the time of his death, and to Mr. William Edward Frame, Chief Superintendent of Schools in the Department of Education. Mr. Aberhart's term as Minister of Education is often called "the golden age" of education in Alberta. He established larger units of administration, gave us our first pension scheme, and re-established our tenure protection in cases of dismissals.

Twenty-seven letters were referred to this Executive meeting.

Week of December 14

Resolutions of the AGM were presented to the senior officers of the Department of Education on the afternoon of December 15 and to the Executive Council of the Government on the morning of December 16. It is becoming increasingly apparent that this method of handling AGM

resolutions is not effective. For many years the Alberta Teachers' Association has presented the same resolutions, but has not been able to persuade either the Department or the Government to make any significant changes. Moreover, the Association has not been able to persuade the Department and the Government to consult the Alberta Teachers' Association about amendments before final decisions have been reached.

The Teachers' Retirement Fund Board met on Friday, December 18 and considered investments, reports about refunds, special by-laws, and special cases.

It also considered the proposal of a retired teacher, who has no dependent beneficiary, to leave part of his estate to the Teachers' Retirement Fund Board to be used to help retired teachers who have not been as fortunate as he has been in their investments. An amendment to the Act will be necessary to do this.

"So Little For The Mind"

This book was written by a professor of history and is supposed to be about education. Seldom, if ever, has a book, a ship, or a racehorse, been given such an appropriate cognomen.

St. Joseph's High School, Edmonton

St. Joseph's High School was officially opened in Edmonton on December 4, with appropriate ceremonies. Many schools have official openings these days, but this one was different. For one thing, the Alberta Teachers' Association was officially invited. The representatives were welcomed on their arrival by a member of the staff and were conducted on a tour of the building and enjoyed every minute of the visit. The following groups were represented on the platform: the Separate School Board, the Public School Board, the City, the Department of Education, the Church, the students, the architects, and the staff. Several speakers made references to the assistance and advice given by the teachers in planning the building and the equipment. During the tour I saw science tables, lighting arrangements, library facilities, etc., which had been made according to the teachers' suggestions.

Christmas Vacation

The office was closed on the afternoon of December 24 and on December 25 and 26. Up to December 24 any time not used in meetings was spent in trying to get all correspondence answered, carrying out instructions of the Executive and the Teachers' Retirement Fund Board, in numerous salary negotiations, magazine business, and dealing with individual pension cases.

With Best Wishes for 1954.

